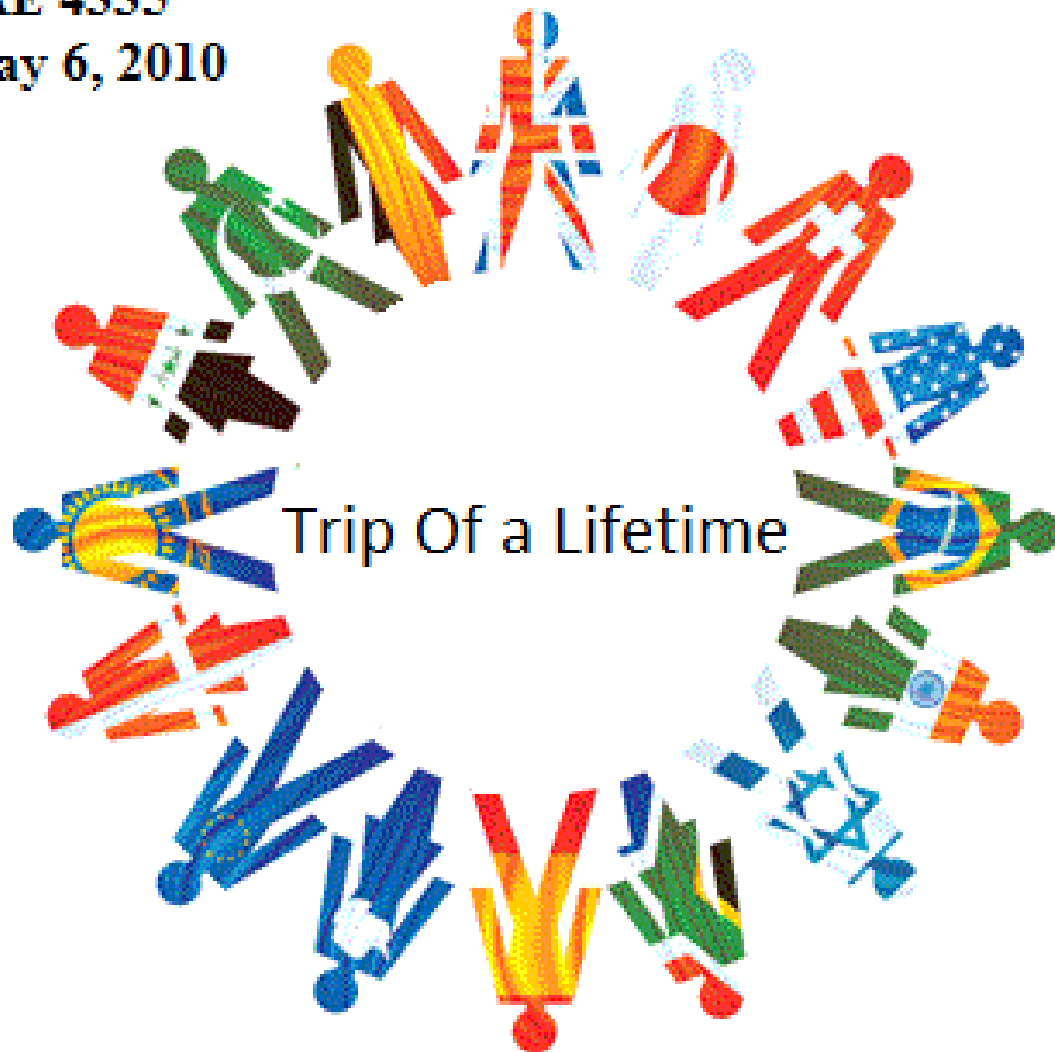


**Camille Gouveia**

**LAE 4335**

**May 6, 2010**



**Freedom discovered through Multicultural Literature**

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Rationale

**Trip of a Lifetime: Freedom discovered through Multicultural Literature**

*“The secret of happiness is freedom. The secret of freedom is courage.”-Thucydides*

Freedom is a very important concept, yet it always manages to get lost in the shuffle of high school madness. Students don't understand the concept of freedom, yet they take advantage of it so easily. Students do not realize that others had to work hard, struggle, and even die to give them the rights that they have now. The essential question for my unit is: Is freedom truly free? A great follow up question for the students is for them to think of how much of an impact does “having freedom” really have on our society, and do we take advantage of it? If so, how? Through reading literature and poetry that explores different cultures and the theme of freedom, students will see whether or not the concept of freedom and desiring freedom is universal. It will also allow students to assess the degree to which they value their freedoms, and what they can do to ensure they maintain the freedoms they have, or can fight to gain new ones.

It is important for students during this unit to think about what constitutes a country as free? According to a survey, 90 countries are free. Their 3.0 billion inhabitants (47% of the world's population) enjoy a broad range of rights. Fifty-eight countries representing 1.1 billion people (30%) are considered partly free. Political rights and civil liberties are more limited in these countries, in which corruption, dominant ruling parties, or, in some cases, ethnic or religious strife is often the norm. The survey finds that 45 countries are not free. The 2.4 billion

inhabitants (23%) of these countries, nearly one-half of whom live in China, are denied most basic political rights and civil liberties. Cuba and many countries in Africa have medium to high level risks of either a coup or conflict (*Human Rights: A World in Trouble*). Who determines that these countries are free or not? In the case of the statistics, many would say the government. These are statistics that are important for students to understand because from these statistics; a whole discussion is opened to the question of what it means to be free. What rights do people really have, and in those countries, do they think they should be entitled to those rights?

In order to compare how America values freedom to what is read, the students must consider whether the characters are free or feel they are free within the novel. The opening question for my unit will be one that we end on: Is freedom really free? This will allow the students to have something to think about while we read and discuss the novels in class. The first book I plan on using in the lesson is *Ajeemah and His Son* by Berry James. This is a story of plantation slaves in Jamaica where the son and the father have their own fates when faced with the fight for freedom. Students will be able to see the different routes that they take to find freedom and it gives the students a different perspective because rather than slaves being captured from Africa and brought to America, they will be able to see the conditions in Jamaica and see the differences and impact on the people. In doing this, it allows them to see freedom from another set of eyes, which is one of the goals of the unit.

The second novel that will help reinforce the concept of freedom across cultures is the Young Adult novel, *Tropical Secrets* by Margarita Engle. This novel is about Daniel, age 13, who is a Jewish refugee that was turned away from the United States and Canada and was finally allowed entry into Cuba. The story follows his journey with a young girl hiding refugees and “Nazi spies” while he expresses his longing to be reunited with his parents after leaving from the

results of Kristallnacht. This book has a lot of dimensions to it, which is exciting! The book is rich with culture, yet freedom is a very important theme. This novel will show students the sacrifices people make to provide others with freedom and how they cope with their decisions. The unit will also include a poem for reflection on the situation of refugees and their quest for freedom. This will help the students to consider the concept of freedom from the perspective of other cultures. The purpose of this unit is for students to understand that there is a lot more to freedom than they realize, and that people are constantly finding out what the cost of freedom really is in places other than the United States.

At the end of the unit, these texts help the students become civically aware and they will have a clear understanding of what freedom means to them, their rights as students, and what other students their age have gone through to achieve freedom throughout history. The students will also be able to understand their roles as citizens in their communities, States, and Nation. It allows the students to question the system and generate their own thoughts on what role our community as a whole has on freedom (Smagorinsky, 143)

An important aspect of the conceptual unit is journaling. Journaling promotes the fluency of thinking and writing, promote experimentation as a means of learning to write in new ways without fear of judgment, and most importantly, it is something that belongs to the student, so they can personalize it and really connect to the topics (Burke, 181). I don't want to limit journaling to just the classroom, I want journaling to be something that students carry with them. For the assignments that I am creating, the students will be using those journals in the classroom and at home. This way all of their thoughts will be in one central location, and it allows them to look back at what they wrote and compare it to their current views of freedom to see if they have changed.

Two other integral parts in my conceptual unit are reading strategies and class discussions. Burke suggests that reading aloud helps improve student's reading some suggestions by Burke for effective read aloud activities include choral reading, Quaker reading, communal reading, and interrupted reading (Burke, 102). I plan on using all of these strategies in my classroom and mix things up in my unit. In reading *Tropical secrets*, I have made sure to use at least three different read aloud strategies.

For discussions, I utilize both small group discussions and class discussions. This allows the students to generate their responses and share them with the class, so that my role as a teacher is simply to facilitate. Students tend to remember student led discussions as the most powerful because they see their peers are capable of thinking effectively and publicly about important ideas (Burke, 98-100)

Parents, teachers, and administration may not agree with my unit because the topic of freedom is one that can be political and touchy. Some may feel that slavery or the containment of refugees what not wrong, while others who have had family members that were refugees and slaves may be overly sensitive on the topic. Other problems may arise with party affiliations and conservative versus liberal views on the topic of freedom. My rebuttal to this would be that I am not telling the students how to feel on the subjects, I am merely facilitating a discussion so that they can formulate their own opinions. My unit does not have any biases or suggests that student should feel any certain way about the government, our society, or our community; I am showing them the world as it is and they are making their own judgments. Students need to be informed of their rights in order to make responsible decisions in the future and be an upstanding citizen in our society.

Another thing that parents, teachers, or administrators might also have a problem with is the fact that there is such a focus on diversity. I think a lot of people feel that focusing in on diversity takes away from the curriculum, but I strongly feel as though I have proved that including diversity does not take away from the curriculum. I used the text to provide support for the freedom topic. In English classes, literature is often used to support a unit topic and I chose to use multicultural literature. These are compliments to the classics that students have read in the past or will read in the future. Exposing students to different cultures will help broaden their knowledge base and will increase their awareness and tolerance for other cultural and ethnic backgrounds.

In general, my conceptual unit is one that will open a lot of new doors for students in more ways than one. They will learn not only about what life is like in other countries, but they will learn how freedom is viewed, how freedom is seen in the novel compared to how we see freedom in America (American schools as well), and that perhaps freedom isn't really as free as we thought. It will be both humbling and beneficial to the students and hopefully they will walk away with a deeper understanding of the world around them.



## Works Cited

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Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann. ISBN: 978-0-325-00980-3

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Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	Introduction: Freedom as seen through multicultural lenses : The Holocaust -Alternative Book Report	Start reading “Tropical Secrets” By Margarita Engle and discussion	Continue Reading “Tropical Secrets” By Margarita Engle and discussion	Continue Reading “Tropical Secrets” and discussion By Margarita Engle and discussion	Finish Reading Tropical Secrets
<b>2</b>	Read Refugee Blues	Newspaper Assignment	Newspaper Assignment	Test Review	TEST
<b>3</b>	Freedom as seen through multicultural lenses : African Slavery	Start Reading “Ajeemah and His Son” By James Berry and discussion	Continue Reading “Ajeemah and His Son” By James Berry and discussion	Continue Reading “Ajeemah and His Son” and discussion	Finish Reading “Ajeemah and His Son” Reintroduce Alternative Book Report
<b>4</b>	The elements of a Debate and Review for Test	Test	Freedom in America and the American School System Power point and Discussion: Compare and contrast views of freedom	Debate Preparation	The Great Debate: Is Freedom Really Free?
<b>5</b>	Alternative Book Reports	Alternative Book Reports	Alternative Book Reports	Alternative Book Reports	Alternative Book Reports

### Unit Goals

Students will be able to think critically about what freedom is based off of the novels Ajeemah and His Son (96 pages), Tropical Secrets (208 pages in short passages), One young adult Poem , one passage of relevant song lyrics.

Students will be able to think critically about how freedom is perceived across cultures based off of the novels Ajeemah and His Son and Tropical Secrets, One young adult poem , one passage of relevant song lyrics.

Students will be able to compare their current perspective of freedom and compare it to those of other cultures based off of the novels Ajeemah and His Son and Tropical Secrets, Young adult Poetry, and relevant song lyrics.

Students will write reflections in the form of a journal answering critical thinking questions from the texts.

Students will participate in a debate arguing different points about freedom while using facts through research.

Students will write and share their own poem/song lyrics about what freedom is to them.

Students will prove their culminating knowledge of the texts read by completing an alternative book report at the end of the Unit.

### In process:

- Reading the two novels and poetry accompanied with group discussions and activities.
- The students will have learning communities in which they will work together
- Journals
- Preparations for the debate (Elements of a debate)
- Preparations for the Newspaper Journal (Elements of journalism)

### Culminating:

- Alternative Book Report
- Tests
- Debate
- Newspaper Journal

## Rubrics: Adapted from Rubrics4teachers.com

### Journal

The student writes journal responses in complete sentences.

2. The student writes three or more sentences to answer questions.

3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character.

4. The student's experiences and opinions are clear.

5. The student works with a peer to share journal responses and to develop a combined response when requested.

<b>Excellent</b> 4	<b>Very Good</b> 3	<b>Fair</b> 2	<b>Poor</b> 1
The student completes the task with no major errors. The student demonstrates a full understanding of the concepts of freedom in relation to the question	The student completes the task with only a few major errors and some minor errors. The student demonstrates a strong understanding of the concepts of freedom in relation to the question	The student completes the task with some major errors and many minor errors. The student has difficulty understanding the concepts of freedom in relation to the question	The student fails to complete the task. The student does not understand the concepts of freedom in relation to the question

### Essay Assignments:

**Grading:** \_\_\_\_\_ =  
**100**

.....

Grading criteria: (10 points each category)

Each paragraph begins with appropriate topic sentence **Yes No**

Minimum of three sentences per paragraph **Yes No**

Correct use of capital letters and punctuation **Yes No**

Proper spelling and grammar **Yes No**

Clear sentences **Yes No**

All requirements of the question are met **Yes No**

Information is accurate **Yes No**

Essay ends with satisfactory conclusion **Yes No**

Essay demonstrates thought and good understanding **Yes No**

Essay demonstrates critical thinking skill and ties to the overall understanding of the concept of freedom **Yes No**

**Poetry:**

	4 Exemplary	3 Proficient	2 Developing	1 Unacceptable
The form of the poem is correct.				
The content of the poem expresses an understanding of refugee facts.				
The word choice in the poem includes concepts related to freedom.				

**Debate:**

### Oral Presentation Evaluation

Use the following table as a practice guide to help prepare you and your group members for your final oral presentation.

	Excellent	Good	Fair	Weak
Prepared for report				
Presented material in an interesting way				
Used visual aids effectively				
Organized presentation logically				
Made eye contact with audience				
Did not read presentation				
Spoke loudly enough				
Spoke slowly and clearly				
Listened to whoever else was speaking				

**Newspaper:**

CATEGORY	4	3	2	1
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
<b>Articles - Purpose</b>	90-100% of the articles establish a clear paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear paragraph and demonstrate a clear understanding of the topic.
<b>Articles - Supporting Details</b>	The details in the articles are clear, effective, and vivid 90-100% of the time.	The details in the articles are clear and pertinent 80-89% of the time.	The details in the articles are clear and pertinent 70-80% of the time.	The details in the article are neither clear nor pertinent.
<b>Requirements</b>	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
<b>Articles - Interest</b>	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

## Alternative Book Report:

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Assignment: \_\_\_\_\_

Criteria	Excellent 4	Good 3	Fair 2	Weak 1
Apparent connection to literature and concept of freedom				
Attention to detail, overall quality and effort				
Organization and good use of time				
Creativity and interest to audience				
Awareness of freedom theme and connection to project				

## **Book Summaries**

### Tropical Secrets

In the novel the characters speak through free verse in alternating personal narratives. Daniel, 13, is a German Jewish refugee whose ship is finally allowed entry in Cuba after being turned away from both the U.S. and Canada. He longs to be reunited with his parents, who sent him away after Kristallnacht. Paloma, 12, discovers that her father is getting rich selling visas to refugees and then selling refugees to the Cuban authorities. She and Daniel help hide a Jewish woman and her Christian husband, who is suspected of being a Nazi spy. When adult narrators fill in background, the voices become diffused. But the international secrets make for a gripping story about refugees that becomes sharply focused through the viewpoint of the boy wrenched from home, haunted by the images of shattered glass and broken family.

### Ajeemah and His Son

On their way to arrange 18-year old Atu's wedding in 1807, the young man and his father, Ajeemah, are captured by slave traders and shipped in chains from their African village to the sugar-cane plantations of Jamaica. They are separated--Ajeemah to work in a leather shop on one estate and Atu as a field hand on another. Ajeemah plots to rebel, but is betrayed. Atu commits suicide in despair when a horse that he has bought and cared for is taken from him. Ajeemah nearly goes mad with a vision of his son's death, until a Jamaican-born slave woman nurses him back to health. The two marry and survive to see their daughter marry in freedom. Told in a matter-of-fact manner, this historical novel has the realism, tone, and poignancy of a family story, poetic in its very spareness. Berry contrasts the men's fluid expression in their native language with their halting "plantation English," and he beautifully captures the roots of the Caribbean dialect. Writing from an African perspective, the author conveys the differences between those slaves born in the New World and those brought from Africa; while his wife dreams of buying her freedom, Ajeemah refuses to pay money for that which was his by birth. Readers will comprehend the enormous grief experienced by Ajeemah and Atu, but they will come away with a new sense of respect for those who maintained their dignity and humanity under the cruelest of circumstances.





## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Tropical Secrets Day 1

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

### Lesson Objectives:

- The students will read Tropical Secrets.
- Students will be thinking critically about freedom in relation to the future readings.
- Students will learn about what Historical Fiction is.

### Materials

-Journal

### Lesson Sequence

*10 minutes*

- 1) The students will enter the classroom and write in their journals: *Is freedom really free?*  
*Explain your answer.*

*30 minutes*

- 2) There will be a powepoint presentation. It will have
  - Explain what Historical Fiction is
  - Introduce the novels Tropical Secrets and Ajeemah and His Son.
  - Facts presented in the rationale accompanying facts about refugees that came from Germany to Cuba and information about the Holocaust.

*10 minutes*

- Introduce the alternative book report and rubric. For the alternative book report, the students may choose either Tropical Secrets or Ajeemah and His Son, and will present the book reports during the last week of the unit.

**Assessment**

Homework: Write your own piece of historical fiction. Find an instance in history where people had to fight for their freedom. Write the opening paragraph to your award winning historical fiction novel in your journal.

**ESOL/ESE Adaptations**

The powerpoint novel can be made with accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions.

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Tropical Secrets Day 2

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

### **Lesson Objectives:**

- The students will begin reading *Tropical Secrets* as a class.
- Students will exercise reading aloud
- Students will be thinking critically about freedom in relation to the readings.
- The students will think critically, share with a partner, and then discuss in the class.

### **Materials**

- Text: *Tropical Secrets*
- Journals

### **Lesson Sequence**

*30 minutes*

- 1) The teacher will assign the characters in the novel to the students.  
-Up to 5 students per character: David, Daniel, Paloma, El Gordo
- 2) The students will take turns reading aloud for 50 pages in the large classroom setting.
- 3) The students will then be presented with a discussion question: Freedom is something that Daniel is longing for. Do the Nazis have a good reason for persecuting Jews? Do you think they feel guilty for tearing apart families? Please explain your reasons.

*5 minutes*

- 4) The students will first reflect in and write their answers in the journals

5 minutes

5) The students will then share their answers with a “shoulder buddy” or partner

5 minutes

6) The students will then share their thoughts with the class.

### **Assessment**

Homework will be assigned: Daniel’s ship is refused in both the United States and Canada before heading to Havana, Cuba. Do some research. Why do you think Germans refused to give Jewish people any freedom, and why was Cuba so willing to “give” it to them ? Do you think the same thing could happen today? This will be 1 page maximum.

### **ESOL/ESE Adaptations**

Group work will be best for ESOL students. For the homework, I will show them pictures of the refugees and ask them more simplified questions like “why don’t the Germans (show picture) let the Jewish people (Show picture) be free?”

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Tropical Secrets Day 3

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1 Benchmark Description: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

LA.910.4.2.4: The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);

### **Lesson Objectives:**

- The students will begin reading Tropical Secrets as a class.
- Students will exercise reading aloud
- Students will be thinking critically about freedom in relation to the readings.
- The students will practice writing a letter in the correct manner.

### **Materials**

- Text: Tropical Secrets
- Journals
- Letter format

### **Lesson Sequence**

*30 minutes*

- 1) The teacher will divide the students to where there are four students per group.

- Each student will choose a character: David, Daniel, Paloma, El Gordo
- 2) The students will take turns reading aloud for 50 pages in their small group setting.
- 3) The students will then be presented with an activity to write in their journals: Write a letter, as if you were Daniel, to his parents explaining what life in Cuba is like. Be sure to include events as they happen in the novel.

*10 minutes*

- 4) The students will write their letters

*5 minutes*

- 5) The students may share their letters

### **Assessment**

Homework will be assigned: The students may answer one of the two questions for homework. It must be 1 ½ page to a 1 page maximum.

- 1) Earlier in the book, Daniel states that “Some words can be understood/without knowing/the language.” Does language have an impact on a person’s freedom?
- 2) Music threads through the book. How is music a universal language? Why is it important to Daniel in his quest for freedom?

### **ESOL/ESE Adaptations**

The students will be expected to write the letter, but in a more simple form. For those who can’t write, the assignment will be verbal. Books on tape may be provided as well.

### Friendly Letter Format

	Return Address Line 1 1
	Return Address Line 2
	Date (Month Day, Year) 2
Dear Name of Recipient, 3	
Body Paragraph 1 . . . . .	
. . . . .	
Body Paragraph 2 . . . . .	
. . . . .	
Body Paragraph 3 . . . . .	
. . . . . 4	
	Closing (Sincerely...), 5
	Signature 6
P.S. 7	

In the friendly letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up, use your own discretion and make sure it looks presentable). Also the first line of each paragraph is indented.

#### **Your Address 1**

All that is needed is your street address on the first line and the city, state and zip on the second line. (Not needed if the letter is printed on paper with a letterhead already on it.)

#### **Date 2**

Put the date on which the letter was written in the format Month Day Year i.e. August 30, 2003. Skip a line between the date and the salutation.

#### **Salutation 3**

Usually starts out with Dear so and so, or Hi so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

#### **Body 4**

The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

#### **Closing 5**

Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

#### **Signature 6**

Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S. **Rubrics4teachers.com**

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Tropical Secrets Day 4

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1 Benchmark Description: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

### Lesson Objectives:

- The students will begin reading Tropical Secrets as a class.
- Students will exercise reading aloud
- Students will be thinking critically about freedom in relation to the readings.
- The students will watch a video clip and make connections about freedom and human rights.

### Materials

- Text: Tropical Secrets
- Youtube clip

### Lesson Sequence

*30 minutes*

- 2) The teacher will allow the students to participate in popcorn reading. (Students read when and how much they feel like it. If they don't volunteer, the teacher may step in for a little bit and suggest that another student volunteer)

-Each student will choose a character: David, Daniel, Paloma, El Gordo

*10 minutes*



The students will watch a youtube clip about refugees in Cuba and the around the world and the impact it has on their rights and freedoms.

The Spielberg Jewish Film Archive- Humanity Calls  
<http://www.youtube.com/watch?v=GqSZGvcyE7M>

Open the question for thought: Is the process of losing rights and freedom something that can happen overnight? Explain your reasoning.

### **Assessment**

Finish the novel and answer the question for thought presented at the end of class in the journal.

### **ESOL/ESE Adaptations**

The students will do well with the video because of the visual, they just might need something provided where they can learn vocabulary as well. I would probably set up a powerpoint or packet with pictures and words.

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Tropical Secrets Day 5

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

### **Lesson Objectives:**

- The students will have finished Tropical Secrets.
- Students will be thinking critically about freedom in relation to the readings.
- The students will exercise summarizing skills.

### **Materials**

- Text: Tropical Secrets

### **Lesson Sequence**

*30 minutes*

- 1) Talk about the rest of the book as a class. Discuss: The role of Daniel, David, and Daniel in Mark and Miriam's escape; the idea of a namesake; El Gordo and his deal with letting the refugees in Cuba; How does this all tie into freedom?

*15 minutes*

- 2) The students will write an in class essay on one of the following questions. It must be at least a half a page.

-Paloma helps the refugees in a variety of ways. Why do you think she risks the wrath of her father to do this?

-Why do you think Paloma likes her birds so much? What do they represent?

**Assessment**

See Rubric

**ESOL/ESE Adaptations**

I will provide the book on tape and compose the story into pictures so that the students can understand the concept of refugees. The discussion will be one on one if they can't participate in class and they will verbalize their answers. They will also be asked to write down responses for practice.

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Refugee Blues

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;

### Lesson Objectives:

- The students will learn to interpret poetry.
- Students will be thinking critically about freedom in the setting of the poem.
- The students will write their own ode to freedom exercising the ability to write poetry and an understanding of the concept of freedom.

### Materials

- Poem: Refugee Blues

### Lesson Procedure

- 1) The teacher might prefer to read it to the class.

#### Refugee Blues by WH Auden

Say this city has ten million souls,  
Some are living in mansions, some are living in holes:  
Yet there's no place for us, my dear, yet there's no place  
for us.  
Once we had a country and we thought it fair,  
Look in the atlas and you'll find it there:  
We cannot go there now, my dear, we cannot go there  
now.  
In the village churchyard there grows an old yew,  
Every spring it blossoms anew;  
Old passports can't do that, my dear, old passports can't  
do that.

The consul banged the table and said:  
 "If you've got no passport you're officially dead";  
 But we are still alive, my dear, but we are still alive.  
 Went to a committee; they offered me a chair;  
 Asked me politely to return next year:  
 But where shall we go today, my dear, but where shall we  
     go today?  
 Came to a public meeting; the speaker got up and said:  
 "If we let them in, they will steal our daily bread";  
 He was talking of you and me, my dear, he was talking of  
     you and me.  
 Thought I heard the thunder rumbling in the sky;  
 It was Hitler over Europe, saying: "They must die";  
 We were in his mind, my dear, we were in his mind.  
 Saw a poodle in a jacket fastened with a pin,  
 Saw a door opened and a cat let in:  
 But they weren't German Jews, my dear, but they weren't  
     German Jews.  
 Went down to the harbour and stood upon the quay,  
 Saw the fish swimming as if they were free:  
 Only ten feet away, my dear, only ten feet away.  
 Walked through a wood, saw the birds in the trees;  
 They had no politicians and sang at their ease:  
 They weren't the human race, my dear, they weren't the  
     human race.  
 Dreamed I saw a building with a thousand floors,  
 A thousand windows and a thousand doors;  
 Not one of them was ours, my dear, not one of them was  
     ours.  
 Stood on a great plain in the falling snow;  
 Ten thousand soldiers marched to and fro:  
 Looking for you and me, my dear, looking for you and me.

• From Collected Shorter Poems 1927-1957 by WH Auden published by Faber

#### **40 minutes**

- 1. After reading the poem, the students will get into their groups and respond to a series of questions based on the poem in the form of a worksheet that list the questions below.**
- 2. After the looking at the poem and answering the questions, the student will write a poem/song of their own through the perspective of being a refugee. (examples of poetry formats will be on a separate sheet of paper that they will have already kept in their class folder.)**

#### **Questions on the Poem**

- As you read in the introduction, the poem was written half a year before the outbreak of World War II. However, the reader can pinpoint the three major protagonists whose paths will cross tragically in the course of the war. Complete the following sentences:
  - The victims are the...

2. The perpetrators are the...
3. The bystanders are the...
2. What particular factors led an individual to be defined as belonging to this or that group?
3. In your opinion, who is a refugee? Can one become a refugee in one's own home?
4. How can state bureaucracies help refugees or hinder efforts to help?
5. In your opinion, should governments today have the responsibility to take care of refugees in their country?  
Alternatively, what is the role of society in absorbing refugees? Think of schools, sports clubs, the scout movement and other organizations in your country.
6. The poet uses some startling images in the poem. Look at the following examples and comment on their effectiveness:
  1. blossoming passports
  2. officially dead
  3. fish swimming as if they were free
  4. a building with a thousand floors

**Answers to look for:** The victims are German Jews. The perpetrators are German soldiers under Hitler's leadership. The bystanders are the German people referred to in the poem in several verses.

1. In the case of the Jews, mention should be made of the Nuremberg Laws, 1935 that gave legal definition to who was a Jew by Nazi standards. The difference between a perpetrator and a bystander could open up thought-provoking discussion in the class.
2. Bystanders comprised the largest group, most of whom would qualify as part of the silent majority.
3. The whole spectrum of human behavior from antagonism to silence to heroic efforts of helping Jews.
4. Possible answers:
  1. prohibitions to live in the city
  2. prohibitions to live in the country
  3. prohibitions to renew passports
  4. difficulties of getting into new places
  5. without homes, they are easy prey for the soldiers.
5. the consul, a committee, politicians, old passports.

### **Some facts and figures to present to the students as a resource**

You can examine a historical photograph of Jews standing in lines outside of a travel agency in Berlin a short time after the pogrom of Kristallnacht in November 1938. More than 300,000 Jews had already fled Germany which swelled the ranks of Jewish refugees who are the subject of Auden's poem.

### **Assessment:**

The students will be graded on the correctness of the worksheet.

Homework: The student will write their own song/ poem of freedom as though they are the refugee.

### **ESOL/ESE Adaptations:**

The students can write shorter poems that follow a simpler rhyme scheme. The poem can be broken down into pictures and can be accompanied by new vocabulary words.

## Poems and Examples resource

### **I Used To...But Now...**

I used to hate reading.  
But now I really love reading chapter books.  
I used to run really fast.  
But now I don't run that fast.  
I used to hate my sister.  
But now I love her a lot.  
I used to love to play Lego's.  
But now I love to go on the computer.  
I used to hate school!  
But now I LOVE school because I have a good teacher!

**ABC Poetry :** An ABC poem has 5 lines that create a mood, picture, or feeling.

Lines 1 through 4 are made up of words, phrases or clauses - and the first word of each line is in alphabetical order from the first word. Line 5 is one sentence, beginning with any letter.

**Color Poems:** Choose a color and describe or compare things that have that color.

Red comes from Santa's red cheeks  
As red as a berry.  
Red hides in a rainbow in the  
Soft, swift sky in the summertime.  
Red feels like love from your mother  
Anytime you're sick.  
Red smells like a fresh scented  
Rose that just bloomed in your garden.  
Red works as a good luck color  
in a Country with over 2 billion people,  
Called China.  
Red is a color of embarrassment.

### **Moment Poetry:**

Discuss the word moment. Then asked the kids to choose a piece of paper, that you have put into a box, with different titles on it.. (My Sickest Moment, My Happiest Day, My Saddest Day, The Best Day of My Life, The Worst Day of My Life, etc. They are to write on what they have chosen. But ask the children to move you with emotion when you read this. Feel what they feel. Make you feel emotional!

#### My Saddest Moment

I see her everyday.  
I always ask her if she is feeling better.  
It's always the same answer...no.  
In the middle of the night  
I hear crying.  
It's my dad sitting by the window crying,  
the phone's on the floor.  
I ask dad why he is crying.



He tells me that grandma died.  
I run up the stairs and jump onto  
my bed and began to cry.  
My grandma will have a better life  
in heaven  
without any pain.  
But, I miss her  
so very much.

**Couplet:**

A pair of lines of poetry that are usually rhymed.  
The last word of the first line and last line rhyme.

**Limerick:**

Lines 1, 2 and 5 rhyme.

Lines 3 and 4 rhyme

**Haiku:**

Japanese form of poetry.

Form is 17 syllables in three lines with pattern: first line, 5 syllables; second line 7 syllables;  
third line, 5 syllables. Usually has nature themes.

Raindrops

Raindrops falling down  
On the windowpane making  
wonderful music.

<http://www.hhs.helena.k12.mt.us/ILAP/PoetryFormatsPage.htm>

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Extra! Extra! Read all about it!

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.6.2.3 : The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

### **Lesson Objectives:**

- The students will be able to see what the writing process and format of a newsletter is like.
- The student will gain journalism skills
- The students will be able to develop a summary of events from the text in a document, proving that they read and understood the text.
- The students will exercise public speaking skills when presenting their newspaper.

### **Materials**

- Newspaper format
- Text: Tropical Secrets
- Coloured pencils/crayons

### **Lesson Sequence**

#### *Day 1*

##### *15 minutes*

- The students will be introduced to the idea of the newspaper and told the expectations of the assignment. An example will be shown and passed around for those who need more of a visual

##### *35 minutes*

- The students will work on the newspaper in class. The newspaper must consist of a

summary of the book, a review, a comic/illustration, a news story written by the student about freedom in relation to either the historical reference of the refugees, marriage between Jews and Christians, or life and traditions in Cuba.

*Day 2- 25 minutes in*

- The newspaper will be due and will be a self evaluation by the students. The students will pass along their newspaper and leave a comment and a grade on a paper prepared by the teacher.

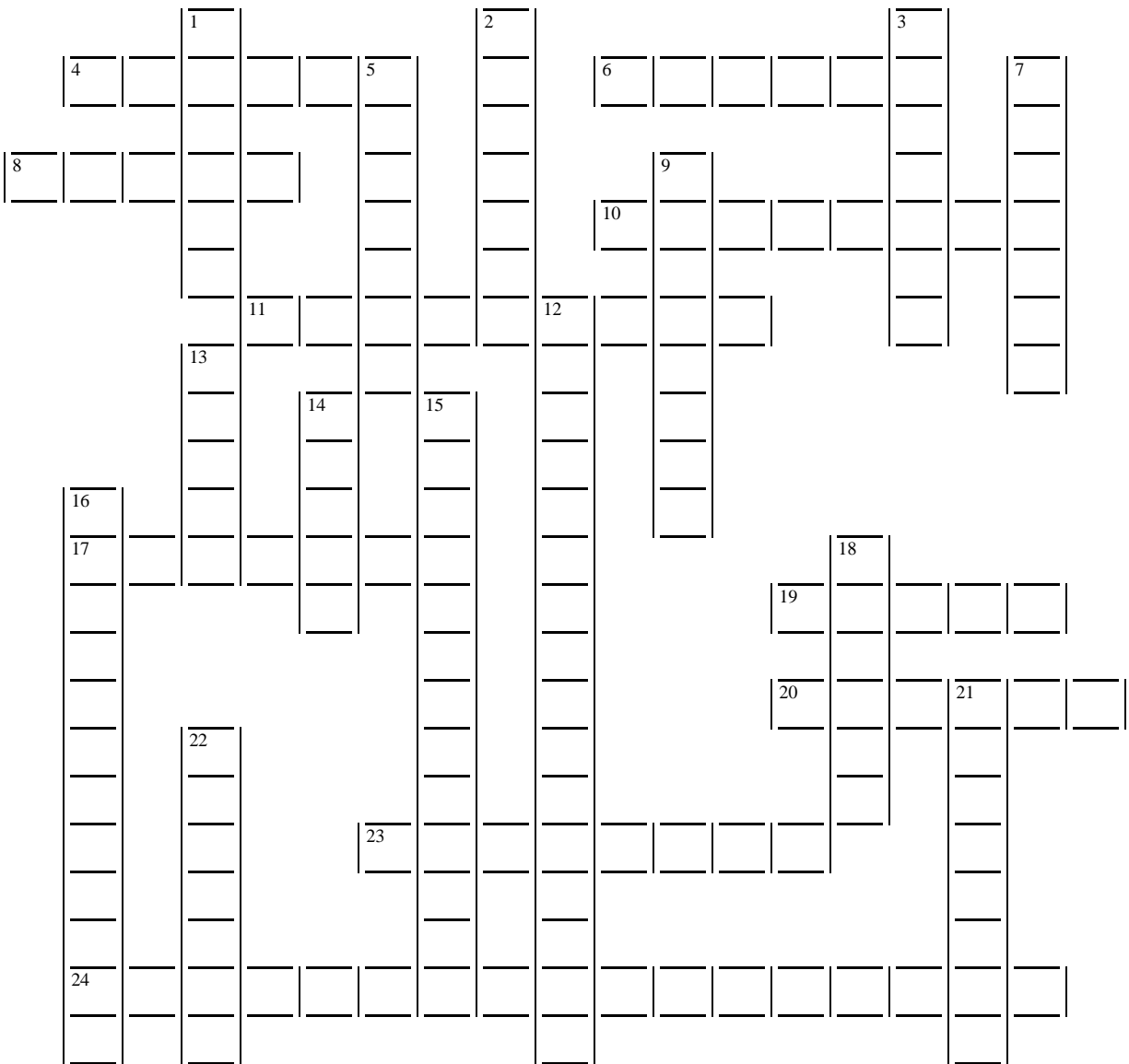
**Assessment:**

Homework: Finish the Newspaper. See rubric.

**ESOL/ESE Adaptations**

They will do a newspaper in pictures. And they can dictate the story behind their pictures if it cannot be written.

# Tropical Secrets Study Guide



## ACROSS

- 4** Where was Daniel sent from after the Night of Crystal?  
**6** The young girl who sleeps in a tower and is a native Cuban that helps Daniel get used to the island.  
**8** What instrument was Lecuona playing that captured the "tropical magic of daydreams"  
**1** The custom of finding an orphan to take care of that shares the same name.  
**0**  
**1** In Cuba, Jews were not allowed to be married to...

## DOWN

- 1** The fruit that is so rare in Germany but is abundant in Cuba  
**2** Who was

4

**1** The  
**2** number  
of  
refugees  
that  
remained  
on the

[illegible]

R		E				H		T						E		
E	A	R	N	E	S	T	H	E	M	M	I	N	G	W	A	Y
S		S						N						M		

ship after  
47 were  
allowed  
to land

**1** Who

**3** does

Daniel  
dream  
always  
finds  
him?

**1** The

**4** birds that

Paloma  
takes  
care of

**1** The

**5** night of

broken  
glass or  
Crystal  
Night

**1** Paloma's

**6** real

name

**1** The city

**8** in Cuba

the novel  
is set in

**2** What

**1** does

David  
sell for  
his job?

**2** Which

**2** religious

meeting  
did

Daniel  
and  
Paloma  
go to to  
see if its  
true

Protestan  
ts are

exotic?

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Tropical Secrets Exam

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

### **Lesson Objectives:**

- The students will have read and understood Tropical Secrets
- Students will have thought critically about freedom in relation to the readings.
- Students will be assessed on their knowledge of both the information in the text and the deeper concept of freedom.

### **Materials**

-Exam

### **Lesson Sequence**

- The students will ask and questions they may have within reason before the test.
- The students will have the remaining class time to finish the test.
- If the students finish the test early, they may read, work on other homework, or work on their alternative book report until the bell rings.

### **Assessment**

Tropical Secrets Exam

Multiple Choice (50 points)



1. What is the name of the night of broken glass or Crystal Night?  
a) Kristallnacht    b) Noche de Ventana    c) Glassnacht
2. What is the name of the character that was sent from Cuba as a refugee?  
a) Paloma            b) David                            c) Daniel
3. Who is the young girl who sleeps in a tower and is a native Cuban that helps Daniel get used to the island?  
a) Paloma                            b) Miriam                            d) Marcia
4. What is the name of the Russian refugee who now lives in Cuba?  
a) Daniel            b) David                            c) Mark
5. The instrument that Daniel plays to escape from his troubles  
a) triangle    b) Las congas                            c) El Sarten
6. The name of Paloma's father in the novel  
a) El Gordo    b) La Flaca                            c) Sir Gordon
7. The city that turned away the Jewish refugees before going to Cuba  
a) New York    b) Maine                            c) Massachusetts
8. What does David sell for his job?  
a) Hot dogs    b) Chicharrones c) Ice Cream
9. What is the custom of finding an orphan to take care of that shares the same name?  
a) El Tocayo    b) namesharing c) El Nombre
10. What is the number of refugees that remained on the ship after 47 were allowed to land?  
a) 105                            b) 200                            c) 210
11. Who was Daniel hoping to reunite with throughout the novel?  
a) his sister    b) his parents    c) his grandfather
12. What kind of birds do Paloma care for?  
a) Pidgeons    b) doves                            c) bluejays
13. In the novel, in Cuba, Jewish people were not allowed to marry what religious based people?  
a) Christians    b) Quakers                            b) other Jewish people
14. Who was the American author that was authorized to search for submarines?  
a) Hughes                            b) Allen Poe                            c) Hemmingway
15. What city was Daniel sent from after the Night of Crystal?  
a) Munich                            b) Wiesbaden    c) Berlin
16. What instrument was Lecuona playing that captured the "tropical magic of daydreams"?

- a) flute      b) piano      c) drums

17. When David talks about all of the questions David and Paloma ask, what does he say he lacks?

- a) time      b) answers      c) more questions

18. What is the day that Paloma wants Daniel to dance on, which goes against his religion?

- a) Sabbath      b) Good Friday      c) Hanukkah

19. Who does Daniel dream always finds him?

- a) Paloma      b) Nazis      c) Soviets

20. What is the name of the religious festival celebrated in Cuba in the summer?

- a) Festivale      b) Carnival      c) La Fiesta

21. Which religious meeting did Daniel and Paloma go to see if it's true that Protestants are exotic?

- a) Quakers      b) Judaism      c) Muslim

22. What is the city in Cuba the novel is set in?

- a) Bayamo      b) Guantanamo      c) Havana

23. What is Paloma's real name?

- a) Marcia      b) Maya Delia      c) Maria Dalores

24. In the novel, what is the fruit that is so rare in Germany but is abundant in Cuba?

- a) Kiwis      b) oranges      c) pears

Essay: Choose one of the following prompts and write a minimum of 3 paragraphs. (50 points)

1. "I was taught that questions/are just as important as answers."  
What does he mean? Do you think it is important to ask questions and have answers when it comes to fighting for your freedom? Please Explain.
2. Daniel's parents sent off Daniel to provide freedom for him. After reading this novel, do you think that was achieved? What were the costs of such a decision?
3. In the novel, Paloma and Daniel help Mark and Miriam escape. Do you feel that a person should be free to marry whomever they wish? Please explain why you feel this way, and make reference to Mark and Miriam's situation in *Tropical Secrets*.

## **Lesson Plan Format**

Name: Camille Gouveia Lesson Title: Ajeemah and His Son Day 1

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;

### **Lesson Objectives:**

- The students will read Ajeemah and His Son.
- Students will be thinking critically about freedom in relation to the readings.
- Students will be reintroduced to Historical Fiction.

### **Materials**

-Journal

### **Lesson Sequence**

- 1) The students write in their journals upon entering class.  
What do you know about slavery? Did the slaves ever gain their freedom? How?
- 2) There will be a powerpoint lecture and it will contain
  - Facts and pictures about slavery
  - Different places around the world slavery occurred
  - The effects of slavery: The freedoms that were taken away from slaves against their will.

### **Assessment**

**Homework:**

*Answer the following question in the journal: If someone were to take you as their slave at this very moment, what would you offer that you currently possess in order to buy your freedom back?*

**ESOL/ESE Adaptations**

The powerpoint can be made with pictures and accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions.

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Ajeemah and His Son Day 2

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;

### Lesson Objectives:

- The students will read Ajeemah and His Son.
- Students will be thinking critically about freedom in relation to the readings.
- The students will recognize and think critically about the freedom that was denied to slaves.

### Materials

- Text: Ajeemah and His Son
- Journals
- Index Cards

### Lesson Sequence

*30 minutes*

- 1) The students will read the first 15 pages in class in their small groups of 3-4 students. Each student will take turns reading a page and alternating until the 15 pages have been read.
- 2) After reading the 15 pages, the students will do a think aloud where they talk about what they have read.

*15 Minutes*

- 3) Think aloud: An index card will be on each group's desk with the same quote and question on it.

*On page 4, there is a quote that says: "They too had to endure a life of no freedom for their parents and for themselves. All was personal for them. The teenage couple Atu and Sisi came into it. They were going to have to face their wedding plans ruined-gone, wiped away as dust."*

1. *You were going to get married to the love of your life; how would you feel if someone took that freedom away and you were never going to see them again. Say what comes to your mind.*

### **Assessment**

- 1) The students will read pages 16-28 for homework.
- 2) The students will then respond to this question in their journals:

*On page 25, Ajeemah shouts "Atu, my son Atu-freedom! Freedom! Or let us meet in the land of spirits!"*

*Do you think that gaining freedom is something worth dying for? Please explain your answer*

### **ESOL/ESE Adaptations**

A powerpoint version of the novel can be made with accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions.

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Ajeemah and His Son Day 3

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

### Lesson Objectives:

- The students will read Ajeemah and His Son.
- Students will be thinking critically about freedom in relation to the readings.
- The students will recognize and think critically about the freedom that was denied to slaves.

### Materials

- Text: Ajeemah and His Son

### Lesson Sequence

*35 minutes*

- 1) The students will read pages 29-45 in class in their small groups of 3-4 students. Each student will take turns reading a page and alternating until the 15 pages have been read.
- 2) After reading the 15 pages, the students will do a think aloud where they talk about what they have read.
- 3) Translate this passage to be one that is grammatically correct in standard American English:

*“everybody a-talk an’ a-talk ‘bout freedom! Freedom! An’ me say, tell me, wha’ you know ‘bout freedom? Look ‘pon them who turn runaways! They live in woods livin’ freedom, livin’ wild hog life! They always in rags. They always tired, hungry an’ a parch*

*with thirst. An' always, the military at they heel a-keep them runnin'. An' when they get caught-me tell you- they get bring back. An' they get beaten like a chop-up meat. Me wahn freedom, yes. But this freedom! Freedom! A expensive thing! Me still a poor, poor man..."*

*7 Minutes*

After translating, the students will be assigned of the following questions as a group to discuss and share with the class. ( It is possible that two or three groups may have the same topic)

- 1) Are there different kinds of freedoms? Explain your answer.*
- 2) Do you agree with how Quaco Sam perceives freedom? Why or why not?*
- 3) Would you rather be free and live as a runaway or would you rather be kept as a slave? Please explain your answer*

*13 minutes*

Class will discuss their answers to the questions

### **Assessment**

- 1) The students will read pages 46-60
- 2) The students will respond in their journal to the following question:

*Ajeemah refuses to bargain for his freedom because he refuses to bargain for something that he was robbed of. Would you bargain for your freedom? What would the possible advantages and disadvantages of your decision be?*

### **ESOL/ESE Adaptations**

A powerpoint version of the novel can be made with accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions.



## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Ajeemah and His Son Day 4

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;

### Lesson Objectives:

- The students will read Ajeemah and His Son.
- Students will be thinking critically about freedom in relation to the readings.
- The students will recognize and think critically about the freedom that was denied to slaves.

### Materials

- Text: Ajeemah and His Son
- Journal

### Lesson Sequence

*30 minutes*

- 1) The students will read pages 61-75 as a class participating in popcorn reading. Each student will take turns reading a page and alternating until the 15 pages have been read.
- 2) After reading the 15 pages, the students will sit in their groups and discuss the following question:

*On page 71, Atu ends Adohfo's life by breaking his two front legs. Consider the following question:*

1) *Is there a difference in Atu taking it upon himself to end Adohfo's life and plantation owners taking it upon themselves to enslave and even kill slaves? Explain your reasoning.*

*5 minutes*

The students will write their own answer

*5 minutes*

The students will share with a partner

*10 minutes*

The students will discuss the question as a class

### **Assessment**

- 3) The students will finish the novel
- 4) The students will respond in their journal to the following question:

Ajeemah refuses to bargain for his freedom because he refuses to bargain for something that he was robbed of. Would you bargain for your freedom? What would the possible advantages and disadvantages of your decision be?

### **ESOL/ESE Adaptations**

A powerpoint version of the novel can be made with accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions.

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Ajeemah and His Son Day 5 : Alternate Ending

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### Sunshine State Standards and Benchmarks:

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

### Lesson Objectives:

- The students will read Ajeemah and His Son.
- Students will be thinking critically about freedom in relation to the readings.
- The students will recognize and think critically about the freedom that was denied to slaves.

### Materials

- Text: Ajeemah and His Son

### Lesson Sequence

*10 Minutes*

- 1) As a class, we will discuss the following things in the novel after they have written their response in their journals:

-On page 76, Bella says: "One day we all, all get freedom."

Do you feel that over 200 years later, we have achieved the freedom that Bella says everyone would get? Please explain

2)Did you like the ending of the book? Well now, you can come up with your own! The students will be put into groups of at least 4, at the most 5, and they will perform their own alternate ending to Ajeemah and His Son. Afterwards, they will explain why they chose the alternate ending that they did. They will have 20 minutes to prepare and will have up to 3 minutes per group to perform their ending.

**Assessment**

No homework.

**ESOL/ESE Adaptations**

A powerpoint version of the novel can be made with accompanying vocabulary words and questions can be asked orally if the student can't write short sentences answering shorter and simplified questions. The fact that they are working in groups for the alternate ending will encourage the more advanced students to help them.

## Lesson Plan Format

Name: Camille Gouveia Lesson Title: Elements of a Debate and test review

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.4.3.2: The student will include persuasive techniques.

### **Lesson Objectives:**

- The students will learn the elements of a debate.
- Students will be thinking critically about freedom in the debate setting.
- The students will recognize and think critically about the freedom that was denied to people.

### **Materials**

- Powerpoint: The Elements of Debate
- Study Guide

### **Lesson Sequence**

*20 minutes*

- 1) The students will take notes during a power point lecture on the elements of debate.

(1) - You are always right - no matter what you really believe, if you want to win then you have to know that what ever you say is correct and your opposition is always wrong.

(2) - Strong central argument - after you make each point link it back to your teams case. This makes the whole team look more prepared and gets big marks.

(3) - Rebut - if they have an incorrect fact, rebut it. If they do not link back to their teams case, rebut it. If they give an example that has no relevance, rebut it. Remember, the opposition is always wrong.

(4) - If you need more time, summarize - a good summary not only gets good points, it also increases your time. If you go under time you lost points and the same occurs if you go over. Try to find a balance.

(5) - Never insult the opposition - no matter how much you want to, don't! If you want to insult something, do it to their argument. Don't use personal attacks if you want to win.

(6) - Have passion - believe in what you are saying and you probably will win. Speak from the heart, but also use logic and academic research.

Huston, David. "What Should Be the Goals of High School Debate?: An Examination and Prioritization." Paper presented at the National Forensic League Conference on the State of Debate, Kansas City, MO, 1985, 19p. [ED 272 942]

*20 minutes*

2) The students will work on their word search study guide.

### **Assessment**

Complete the study guide and study for the test.

### **ESOL/ESE Adaptations**

I will make a study guide that either has short phrase or pictures with matching. The exam can also have an oral portion to assess the student for understanding.

## **Lesson Plan Format**

Name: Camille Gouveia, Lesson Title: The Great Debate

Date: April 21, 2010 Grade: 10<sup>th</sup> Grade Honours

### **Sunshine State Standards and Benchmarks:**

LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

LA.910.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.4.3.2 Benchmark Description: The student will include persuasive techniques.

### **Lesson Objectives:**

- The student will reinforce the elements of debate in their presentation.
- The student will learn to argue a side and have research based support.
- The students will make points on the overlying question: Is freedom really free?

### **Introduction to Lesson**

- The students will be greeted and told to sit at one of two tables and the prompt will be passed out.

### **Lesson Sequence**

#### **Day 1**

**(15 Minutes)** The teacher will read the prompt to the students and answer any questions that they might need answered to clear up any confusion. Then all the students will work to find the main idea of their argument, the main points that support their argument, and a conclusion statement.

**(35 Minutes)** The students will have the remaining class time to prepare their debates for presentation during the next class period.

## **Day 2**

**(10 minutes- 5 minutes each)** Each group will then present the points that they were able to come up with.

**(10 minutes- 5 minutes each)** The students will now have a chance to form a rebuttal to the other group's arguments.

**(5 minutes)** The students will gather to make their final statements.

**(10 minutes)** The students will once again present their case and make their final statement.

**(10 minutes)** The students will finish the case with a wrap up discussion. As a teacher, I will choose who made the most impressive case based on facts and a rubric. Then the class will answer the following questions while time permits.

- 1) Why do you think I chose this team as the winning team?
- 2) Is the freedom of speech important to students your age and why?
- 3) If you could argue a case for both Ajeemah and his Son, and Daniel from Tropical Secrets, would you rule them guilty or not guilty in their quest for freedom being unnecessary and unjust?

## **Assessment** (Rubric)

## **ESOL Adaptations**

A way to adapt this to an ESOL student is to present the prompt/story with pictures. You can also help by translating key words into their own language by showing pictures.

To teach such a complicated lesson, I would use a slide show and have an ESOL teacher help organize my lesson so that I can more appropriately cater to the student.

## **ESE Adaptations**



The teacher takes a more active role in helping the student understand the concepts that are being presented. However, the fact that they are working in groups is a good thing because they have the opportunity for there to be less pressure on them and they can learn by observing and actively participating.

Prompt:

Is freedom really free? In order to answer this question, you must use support from your text and do research.

Freedom is Free.

Prosecution: You must prove that Freedom *is not* really free using support from your text and doing research.

Defense: You must prove that Freedom *is* really free using support from your text and doing research.

Prompt:

Is freedom really free? In order to answer this question, you must use support from your text and do research.

Freedom is Free.

Prosecution: You must prove that Freedom *is not* really free using support from your text and doing research.

### Opening statement

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### Main Points

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### Rebuttal

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Prompt:

Is freedom really free? In order to answer this question, you must use support from your text and do research.

Freedom is Free.

Defense: You must prove that Freedom *is* really free using support from your text and doing research.

Opening statement

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Main Points

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Rebuttal

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